

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

1	Elementary schools (includes K-8)
1	Middle/Junior high schools
1	High schools
	K-12 schools
3	TOTAL

2. District Per Pupil Expenditure: 12658

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	112	110	222	7			0
1	105	95	200	8			0
2	100	89	189	9			0
3	101	97	198	10			0
4	88	91	179	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							988

9. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 110

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %

Total Number of Students Served: 58

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>40</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>40</u>	<u>0</u>
Special resource teachers/specialists	<u>14</u>	<u>2</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>66</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	13%	8%	8%	14%	15%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

Because we are a growing school district, we have had to hire new teachers each year due to an increase in student enrollment. We have added additional classrooms due to this increase in enrollment. Each school year we have had approximately two teachers take a maternity leave for a semester or an entire school year. Generally, once a teacher is hired they usually stay with the district until retirement.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	%
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

Tradition, Pride, and Excellence are embedded in our school logo and capture the spirit of South Fayette School District. The district commits to an “Excellence Everywhere” approach and our Board of Education places students first and commits to funding and staffing comprehensive programs designed to provide all of our students, to the best of the District’s ability, with a comprehensive edge. The mission of the South Fayette School District, in partnership with the community, is to cultivate academic, artistic and athletic excellence by instilling a spirit of collaboration and communication to develop confident, ethical and responsible leaders. Even though we are the fourth fastest growing school district in the state of Pennsylvania, we have been able to maintain our traditions and our high standards of excellence. We have been able to maintain high levels of achievement and excellence through best practices and a collaborative exchange along with planning for change as our district grows.

South Fayette School District is a residential suburban school district located twelve miles southwest of Pittsburgh, Pennsylvania and one of the few districts in Allegheny County with land available for development which accounts for our growth. We are unique in that we have a campus concept with the Elementary School, Middle School, High School, Athletic Stadium/Central Administration Offices, and Bus Garage all on one campus. South Fayette Elementary School has a grade level configuration of kindergarten through fourth grade with a current enrollment of 998 students. We average approximately 70 new students each school year and currently have 13% of our students on free or reduced lunch.

One of our notable strengths is our rigorous, articulated curriculum which is aligned with the Pennsylvania Academic Standards. This is reflected in our outstanding PSSA scores in reading and math over the last several years. We are successful because we have been faced with challenges and have addressed each challenge. One of the greatest challenges we faced were the number of special education students identified in the elementary school. What we discovered was that our students were “curriculum deprived” rather than “learning disabled.” We developed an intensive reading curriculum tailored to the specific needs of our student population which is aligned to the academic standards and provided intensive staff development in reading for our teachers. We implanted Reading Achievement Classrooms in every grade level to provide intensive reading instruction for struggling readers. Students received intensive reading instruction in a classroom with a classroom teacher, reading specialist, and a paraeducator. Because of this intensive instruction, we are no longer identifying students for special education services and currently only have five students receiving instruction from a learning support teacher out of 998 students. We consider this one of our greatest milestones for the elementary building.

Another strength of the elementary school is the standards aligned assessments and the use of the assessment data to set targeted goals for instructional improvement. Staff meets in grade level teams and across grade level teams to review student, classroom, and school wide data to identify target areas for improvement. All of our curriculum decisions are based upon current research, student assessment data, and ongoing evaluation and revision of programs. Through assessment data, students are identified for enrichment services as well as remedial services. Assessment data is central to how the teachers evaluate their practices and monitor student academic progress. Student achievement data supports our instructional decision making and enables grade level teams to modify classroom goals and student groupings.

We realize the importance of laying the academic foundation for our district. Our partnership with our Elementary PTA has played a crucial role in the development of exemplary student programs. The PTA has enhanced our curriculum with a Science Fair, Family Fitness Night, Reading Den, Family Reading Night, Family Fun Night, Reflections Art Contest, student agendas, and funds for technology.

The community has an expectation of excellence and we have developed high standards for both our students and staff to ensure high levels of achievement. Our distinctive reputation has placed us among the highest ranked districts in Allegheny County. It would be an honor to be recognized as a Blue Ribbon School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

South Fayette Elementary School includes kindergarten through fourth grade. Only our third and fourth grade students take the Pennsylvania System of School Assessment (PSSA) in Reading and Math. This annual measurement system was developed to meet the requirements of No Child Left Behind (NCLB). The PSSA measures student performance at four levels: “Below Basic”, “Basic”, “Proficient”, and “Advanced.” A student’s performance is indicated by their numerical score, which transfers into one of the four performance levels. Students who have demonstrated “meeting the standard” perform at the proficient or advanced level. The Advanced level reflects superior academic performance and indicates an in-depth understanding and exemplary display of skills. The Proficient level reflects satisfactory academic performance and indicates a solid understanding and adequate display of skills. The Basic level reflects marginal academic performance and indicates partial understanding and limited display of skills. The Below Basic level reflects inadequate academic performance and indicates little understanding and minimal display of skills. The students’ overall performance becomes a measure of the effectiveness of the instructional programs in the school. The PSSA provides the means of measuring the performance levels of its schools across the state based on the same criteria. As per NCLB, each public school is required to administer tests and report their findings to their constituents yearly. Third grade students have taken both the Reading and Math PSSA since the 2004-2005 school year, and fourth grade students have taken both the Reading and Math PSSA since the 2005-2006 school year.

South Fayette Elementary School’s Reading PSSA scores have been excellent. In third grade, 96% of our students scored at the Proficient or Advanced levels on the Reading PSSA in 2009 as compared to 86% of our students scoring at the Proficient or Advanced levels in 2005. Our third grade Advanced level scores in reading went from 29% Advanced in 2008 to 50% Advanced in 2009. In fourth grade, 96% of our students scored at the Proficient or Advanced levels on the Reading PSSA in 2009 as compared to 86% of our students scoring at the Proficient or Advanced levels in 2006. Our fourth grade Advanced level scores in reading went from 48% Advanced in 2006 to 71% Advanced in 2009. Our students have made AYP (Adequate Yearly Progress) in reading every year they have taken the PSSA and we have five Keystones from the Pennsylvania Department of Education proudly displayed in our elementary school. Schools are rewarded Keystones when they make AYP two consecutive years. Our elementary school has also exceeded the state average on the Reading PSSA every year our students have taken the assessment. In 2009, the state average of students scoring at the Proficient or Advanced level on the third grade Reading PSSA was 77% as compared to 96% of our students scoring at the Proficient or Advanced level. The state average for fourth grade students scoring at the Proficient or Advanced level on the Reading PSSA was 73% as compared to 96% of our students scoring at the Proficient or Advanced level. Our third and fourth grade students continue to make gains on the Reading PSSA.

The third and fourth grades Math PSSA scores have been excellent. In third grade, 97% of our students scored at the Proficient or Advanced levels on the Math PSSA in 2009 as compared to 92% of our students scoring at the Proficient or Advanced levels in 2006. In 2009, 74% of our third grade students scored at the Advanced level. In fourth grade, 98% of our students scored at the Proficient or Advanced levels on the Math PSSA in 2009 as compared to 91% of our students scoring at the Proficient or Advanced levels in 2006. The percentage of our students scoring at the Advanced level on the Math PSSA increased 24% from 2006 to 2009. In 2006, 62% of our fourth grade students scored at the Advanced level as compared to 86% of our students scoring at the Advanced level in 2009. Our students have made AYP in math every year they have taken the Math PSSA. Because we have made AYP every year, we continue to receive the Keystone Award from the Pennsylvania Department of Education. We continue to outperform the state average every year on the Math PSSA as well. The state average for the third grade Math PSSA was 82% scoring at the Proficient or Advanced levels in 2009, and 97% of our third grade students scored at the Proficient or Advanced levels. The state average for the fourth grade Math PSSA was 82% in 2009, and 98% of our fourth grade

students scored at the Proficient or Advanced levels. Our third and fourth grade students continue to make gains on the Math PSSA.

The Pennsylvania Department of Education also looks at subgroups on the Reading and Math PSSA. In 2009, 100% of our third grade socio-economic disadvantaged students scored at the Proficient or Advanced levels on the Math PSSA and 91% of our fourth grade socio-economic disadvantaged students scored Proficient or Advanced on the Math PSSA. For the Reading PSSA, 88% of these same third grade students scored Proficient or Advanced and 83% of these fourth grade students scored at the Proficient or Advanced levels. Our special education students do very well on the Math and Reading PSSA as well. In 2007, 87% of our third grade special education students scored Proficient or Advanced on the Math PSSA and 80% of our fourth grade students scored Proficient or Advanced on the Math PSSA. In 2007, 80% of our third grade special education students scored at the Proficient or Advanced levels and 60% of our fourth grade special education students scored at the Proficient or Advanced levels. We did not have a subgroup of special education students after the 2007 school year. We continue to monitor our subgroup students closely to ensure these students are making progress and achieving.

Our outstanding PSSA scores reinforce our school's commitment toward continuous achievement. We have developed intervention and enrichment programs to ensure our students are succeeding in the classroom and their needs are being met. We have provided intensive staff development to ensure all teachers are incorporating best practices into their daily instruction. Assessment data is used to drive daily instruction and make instructional decisions regarding the education of our students. We will not rest on our laurels; our goal is to have 100% of our students perform at the Proficient or Advanced levels on both the Reading and Math PSSA.

2. Using Assessment Results:

South Fayette Elementary School uses various types of data to drive their instruction and curriculum. Data collecting is a continuous process throughout the year and opportunities are given to the staff to analyze the data and make revisions in curriculum and instruction as needed. We attribute our students' success to this ongoing data analysis and curricular and instructional adjustments.

At the beginning of each new school year, in-service time is provided to review the scores of the past school year's assessment data. During this time state assessments (PSSA) and cumulative data are evaluated. To examine student achievement, this information is presented to the staff by the Assistant Superintendent and the building principals. We use a "Huddle, Pass, Receive" approach in sharing data across grade levels. Each grade level has the opportunity to "huddle" to discuss the performance of their students from the previous year. Teams then meet with the teachers who will be receiving their students to "pass" the data and review specific student concerns. Each team also has the opportunity to "receive" the same information for their incoming students from the previous year's teachers. The 4th grade teachers also utilize the Pennsylvania Value Added Assessment System (PVAAS). PVAAS allows the teachers to look at a child's academic progress over time using achievement scores on the PSSA. This data allows our teachers to reflect on the curriculum to make sure all students' academic needs are being met.

Data collection begins on the first day of school with the screening of all students K-4, in reading. South Fayette Elementary uses the Allegheny Intermediate Unit Reading Achievement Center's screening battery for decoding, fluency, and comprehension. This data is then used to identify students for the Reading Achievement Classrooms in grades 1-4. These students are provided with intensive reading instruction during their language arts block. Classroom teachers also use this data to determine the instructional needs of their reading class. In math, the PSSA data along with curriculum-based assessments are used to differentiate instruction for individual students. Those students who need remediation are placed in the after school math tutoring program, which meets twice a week. Students who need math enrichment are recommended for additional screening by the Gifted Support Coordinator. We have also incorporated the 4Sight Benchmark testing program in grades 3 and 4. These tests are given three times a year to measure student performance in reading and math. These tests are aligned to the state standards and provide useful information that teachers can use to refocus instruction.

Data collection is an integral part of the South Fayette Elementary School. This information is used for the purpose of realigning the curriculum to allow students to become more successful. We value the importance data provides. We have seen progress through the performance levels of our students. We will continue to utilize data to monitor and adjust our instruction so that all students can reach the levels of proficiency needed for success.

3. Communicating Assessment Results:

South Fayette Elementary School believes in the importance of ongoing communication and partnerships with parents and the community. We believe that communication is an integral part of any successful program. We provide information to both the parents of our students and the entire community through a variety of media.

All residents of the District can access information pertaining to the school through South Fayette School District's web page. This data highlights achievements and provides residents of South Fayette with pertinent information regarding student and district performance. Information is also provided through a district-wide newsletter that is mailed to each resident. South Fayette Township also has a quarterly magazine that is mailed to each resident. Highlights of students' achievements in the form of awards, academic success, and accomplishments are highlighted in both communications. A district-wide "report card" measuring the academic performance of the district is mailed each year as well. It provides residents with a thorough understanding of how well our schools are performing as compared to other schools throughout the state.

Teachers provide clear expectations to students and parents regarding instruction and achievement through a variety of methods. Rubrics and other classroom assessment guidelines are shared with both students and parents. Parents are invited to a "Meet the Teacher Open House" before school starts to ensure parents know the teachers' classroom expectations as well as the grade level curriculum. Parents are invited to attend parent-teacher conferences throughout the year to discuss their child's progress. Any time there is a concern regarding a student, parents are notified by the classroom teacher. Students receive report cards every nine weeks with interim reports sent midway between grading periods.

Administrators also communicate student achievement through various forms of communication. A weekly announcement is e-mailed to all parents and a monthly newsletter is sent to the parents and members of the School Board. This allows the administration the opportunity to showcase areas of the curriculum, present school-wide student data, and celebrate the accomplishments of the students and staff. All state-wide testing information is sent to each parent regarding their child's performance on the state assessment.

4. Sharing Success:

South Fayette Elementary School's doors are always open for teachers and administrators to observe the instruction that takes place in the classrooms. Our teachers and administrators have presented staff development workshops on best practices throughout the state. Each year, we are asked to present our success with reading and the creation of our Reading Achievement Classrooms at the Improving Schools Conference. Neighboring school districts routinely bring teams of administrators and teachers to our school to observe our Reading Achievement Classrooms because of our reputation of success in meeting the needs of our struggling readers.

Leadership Pittsburgh, a private consortium of business leaders, has visited our school to observe firsthand how academic excellence is achieved. We have had members of Pittsburgh Leadership relocate to our district after their visit with the goal of having their children receive an exemplary education at South Fayette Elementary School. The Allegheny Conference, a regional committee comprised of prominent members in private industry, public health, and government invited our Superintendent to share, county-wide, the successes we have achieved. We were the only educational entity to be invited to speak at the conference.

South Fayette Elementary School believes in the value of excellence. Our vision is that South Fayette School District will be the model of excellence where opportunities to pursue dreams abound; and where creative and critical thinking, along with innovative practices, will empower and challenge all to achieve their ultimate potential. We believe as educators that best practices should be shared. As we continue to provide academic excellence, we will always open our doors to share the many positive and effective strategies that have allowed us to be nominated as a "Blue Ribbon" school.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our rigorous curriculum at South Fayette Elementary School is aligned with the Pennsylvania Academic Standards and is designed with a scope and sequence which spirals skill development throughout each grade level. Our teachers incorporate technology into the curriculum on a daily basis, and students are expected to apply their speaking, listening, and writing skills across the elementary curriculum. Our goal is to meet the needs of the whole child and to ensure each student reaches their full potential.

Language Arts – Our language arts curriculum incorporates the writing process and the five domains of reading: phonemic awareness, phonics, vocabulary development, fluency, and reading comprehension. Our classroom teachers incorporate scientifically based reading strategies into their instruction and all instruction is rigorous, explicit, and systematic. Both formative and summative assessments are used to monitor the progress of students. Our goal is to ensure all students are proficient readers by third grade.

Math – Our math curriculum incorporates a traditional approach with a focus on teaching problem solving strategies and higher order thinking skills. Instruction occurs 50 to 60 minutes per day and teachers utilize technology and manipulatives to meet the instructional needs of all students in the classroom. The curriculum is rigorous but easily differentiated for both struggling and advanced learners.

Science – Our science curriculum is designed to foster hands-on, inquiry based learning so our students develop independent and critical thinking skills, positive attitudes and curiosity toward science, and increased achievement in the sciences. Students build relationships among Biological Science, Physical Science, Earth and Space Science, and Environmental Science along with the integration of technology as they begin to see themselves as problem-solvers who apply their knowledge to real world experiences.

Social Studies – Our social studies curriculum enables students to understand their role in society and to promote good citizenship. They learn about families, neighborhoods, communities, states, regions, and finally, where we fit in the world. They learn about the importance of laws to keep people and communities safe. Students also acquire map skills through the study of different communities and regions.

Health - The elementary health curriculum is taught through a collaboration of classroom teachers, physical education teachers, and the school nurse to ensure students develop lifelong healthy habits.

Music – All students in kindergarten through fourth grade receive instruction in general music once every six school days. The curriculum and instructional techniques in elementary music implement both the Orff-Schulwerk and Kodaly approaches to music education.

Arts Live – All students have Arts Alive once every six days. Arts Alive combines elements of music, theater, and dance to enhance students' ability to communicate through self-expression. The course includes instruction in Orff instrumentation, music theory, fables, folk songs, folk tales, trickster tales, musical theatre, opera, pantomiming, acting, stage presence, direction, and choreography.

Artists in Residence Program - Students in second grade through fourth grade participate in our Artists in Residence Program which is a partnership between our PTA and the Pennsylvania Council on the Arts. The goal of the program is to place trained, knowledgeable, practicing professional artists who are enthusiastic and motivated into settings where they can share their joys and benefits of the creative process with an equally enthusiastic and motivated groups of participants for an extended period of time. Each grade level spends 10 days with their visiting artist. This program enhances many facets of our elementary curriculum.

Art – All students have art instruction once every six days. Lessons are standards based according to grade levels. Students are introduced to the elements of art and principles of design and a variety of mediums to encourage experimentation and appreciation for art.

Library – All students have library once every six days. Students develop an appreciation and understanding of literature in a variety of media. They learn to locate, identify and select resources using a variety of

media. They learn to apply reference and research skills in retrieving ideas and information from a variety of resources both traditional and electronic.

Physical Education – All students have physical education once every three days and is designed to ensure group movement in many forms. Students are exposed to age appropriate instruction driven by the Pennsylvania Standards and the elementary physical education curriculum. Students are challenged to excel physically.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

South Fayette Elementary School's reading curriculum is based on the five components of effective reading instruction - phonemic awareness, phonics, vocabulary, fluency and comprehension. This commitment is evidenced by our emphasis on explicit and systematic instruction that meets the needs of all students. This instruction is aligned with the Pennsylvania Academic Standards at each grade level. The schedule is structured so that the Language Arts instructional block is allotted 50 minutes in kindergarten, 2 1/2 hours in grades 1-3, and 2 hours in grade 4. Through formal and informal ongoing assessments and data collection and analysis, students are placed at their appropriate instructional level. Remediation and enrichment are provided within each classroom. Children who are identified as "at-risk" readers receive their reading instruction in Reading Achievement Classrooms staffed by combinations of classroom teachers, reading specialists/coaches and para-educators. The Enrichment Coordinator provides additional reading instruction to students working above grade level.

Our current reading curriculum has been evolving over the past seven years. At the onset of the curriculum development, all of the reading specialists/coaches received intensive training in the five components of reading instruction at the Reading Achievement Center at the Allegheny Intermediate Unit. Through extensive staff development sessions over a five year period, the coaches provided classroom teachers with training in research based practices that promoted achievement in the critical areas of reading. Word Building and Syllable strategies were added to the curriculum to improve decoding skills. A decision was made to focus on fluency building and teachers were trained in the use of the *Read Naturally* program. Intermediate level teachers working in the Reading Achievement Classroom were then provided additional training in vocabulary and comprehension strategies. Primary level classroom teachers took part in LTRS training (Language Essentials for Teachers of Reading and Spelling) that focused on the components of comprehensive reading instruction. As teachers became competent in the use of proven strategies, the strategies were then incorporated into the existing curriculum and all staff received training. Peer observations between coaches and classroom teachers ensure that all new strategies were being carried out explicitly and systematically. The reading curriculum's effectiveness is continually evaluated and improved by staff at weekly team meetings, monthly staff development sessions, and continuous progress monitoring.

3. Additional Curriculum Area:

The mathematics curriculum is very focused and aligned with the Pennsylvania Academic Standards. It is a cooperative effort between the administration, staff, students, and parents to continually provide individualized and differentiated instruction to meet the needs of all students. Math is taught for approximately one hour per day in first through fourth grades and 30 minutes in kindergarten. It is frequently integrated into other subject areas such as science, social studies, and language arts as well.

Students who consistently excel in their grade level curriculum participate in enrichment classes with the Gifted Support Coordinator and classroom teachers. Conversely, students who need additional help are provided remediation by the classroom teacher and become involved in an after-school tutoring program, provided by the District. We incorporate the "First in Math" and "Study Island" software programs to allow children to work to their individualized levels in math. This serves as both remediation and enrichment for students. SmartBoards and laptops are used to enhance the mathematics curriculum by providing more interactive lessons.

The elementary school's math curriculum includes place value, addition, subtraction, multiplication, division, math facts strategies, geometry, fractions, probability, estimation, rounding, patterns, measurement, money, time, problem solving, graphing, data analysis, and decimals. Teachers use a variety of instructional strategies

to reach all mathematical learning styles and to provide opportunities for students to be successful. Cooperative learning groups, small group instruction, as well as modified individual instruction are all utilized during math lessons. Teachers develop and create additional math activities to enhance the curriculum, whereby students can choose differentiated math challenges. These instructional strategies allow the students continued optimal opportunities to be successful in mathematics and prepares the students for their upcoming years at the middle and high school levels.

4. Instructional Methods:

We believe our first obligation is to lay the foundation of learning/education for the broad spectrum of learners that come through our doors. We begin with a proactive program in kindergarten where students lacking readiness skills are identified and offered an extended kindergarten program with a reading specialist. This intensive instruction is continued through fourth grade with the Reading Achievement Classrooms. The adopted curriculum is used in the Reading Achievement Classroom, but instruction is delivered in groups of six. Explicit and systematic instruction is provided in the core areas of reading with emphasis on the repetition of phonetic skills, fluency building and comprehension strategies. Small groups enable the teachers to continually monitor student progress and adapt instruction on a daily basis. This intensive reading instruction has decreased the number of students needing instruction from a learning support teacher. Out of 998 students, we only have five students placed in a learning support classroom.

We have high expectations for all students at South Fayette Elementary. Our students are assessed and monitored on a continuous basis to ensure they are meeting expected grade level benchmarks. From this data, classroom teachers are able to provide differentiated instruction within the classroom. Teachers implement flexible groups, utilize technology resources and tasks, adapt lessons and assignments, and utilize high school student helpers. Computer programs such as "First in Math", "Study Island", "Accelerated Reader", and other web based tools are used to address all ability learners. Teachers utilize study guides and adapted study guides for content area curriculum to ensure all students master the standards. Teachers have been trained on research based strategies and are implementing these strategies to meet the needs of all learners.

Enrichment services are provided as a pullout program in language arts and math in kindergarten through fourth grade by a Gifted Support Coordinator. The focus of the enrichment program is to develop each child's capacity to think critically, to communicate effectively, to collaborate with others, and to make reasoned and informed decisions. Language arts enrichment provides additional opportunities for students to read and write, expand vocabulary, and use research and writing skills. Math enrichment develops skills in problem solving, critical thinking, conceptual understanding, and performance tasks. Student options include individual and group projects, presentations, and outside academic competitions which are delivered at a more in depth level. We have provided opportunities of acceleration for students requiring above grade level advancement.

5. Professional Development:

South Fayette School District is committed to addressing continuous professional development to promote exemplary instruction and differentiation so all students succeed. Our school year begins with a five-day induction program for new teachers before veteran staff reports. The induction program encompasses not only learning District policies and procedures, but also instruction in classroom management strategies, good lesson design, and key instructional strategies. These new teachers form a cohort and participate in quarterly after school staff development for three years. When the veteran staff arrives, the District kicks off the year with three staff development days that focus on a specific districtwide professional development initiative. Our focus has been on literacy which encompasses curriculum development and instructional methodologies from K-12 in all disciplines. One day's focus is on the analysis of the previous year's assessment data. During our "Huddle, Pass, and Receive," teachers meet in grade level teams to analyze and share the data results and identify areas of concern and instructional implications. Each grade level team collaborates with the grade level below to discuss incoming students and review the assessment results for those students. Grade level teams then collaborate with the team of teachers that are receiving last year's students. Students' strengths and weaknesses are discussed along with specific instructional strategies to be utilized with students that have been proven successful in the past.

During the course of the year, there is a two-hour late start for students one day a month for staff development. Teachers arrive ½ hour earlier than usual which allows for 2 ½ hours of staff development each month. The school calendar has three additional staff development days built into the calendar. Elementary teachers have focused on reading and implementing research based strategies into reading instruction. Each grade level team has aligned their curriculum and assessments to the Pennsylvania Academic Standards. This staff development focus has made an impact on student achievement in the elementary school.

The elementary teachers participated in a year long 80 hour online Pennsylvania K-3 Reading Academy during the 2002-2003 school year. This started to lay the foundation for our reading staff development. The following year, all four of the elementary reading specialists received four weeks of intensive reading training at the Reading Achievement Center at the Allegheny Intermediate Unit. In addition to this training, each reading specialist had a reading coach work with them in their classroom once a week. The reading specialists/coaches spent the next five years providing intensive reading staff development for the classroom teachers and part of that training included modeling reading instruction in the classroom.

6. School Leadership:

South Fayette Elementary School has had a leadership structure of a principal and assistant principal until the 2008-2009 school year. At that time, the building was divided into a Primary (K-2) and an Intermediate (3-4) division due to the number of students in the building. The assistant principal became the principal of the Primary because of her expertise and leadership in developing the reading program. The former principal assumed the leadership of the third and fourth grades. However, the building still operates as an elementary school (K-4) with both principals working collaboratively. The principals function as instructional and curriculum leaders. Building principals continue to stay current on the latest research and share their knowledge with the staff. They conduct faculty meetings to celebrate successes, communicate district and building goals, expectations, and review of policies and procedures. Principals are also responsible for the implementation of staff development and monitor the progress of teachers through frequent walkthroughs and formal observations. It is not uncommon to find a building principal modeling new instructional strategies and teaching techniques in the classroom. Students are accustomed to principals being visible on a daily basis and view them as an integral part of their education.

The elementary school has formed the "Lions Leaders" to promote teacher leadership and a collaborative approach to solving school issues. Administrators and teachers meet monthly to openly discuss the concerns of all stakeholders. Through these monthly meetings, an encouraging, collaborative, and supportive environment has resulted in a positive and productive school atmosphere.

Lead teachers at each grade level work closely with school administrators to discuss data, curriculum, and student concerns. It has been through this collaboration that we have been able to develop a standards aligned curriculum and assessments with high student achievement as a result. Teachers actively participate on specific curriculum teams and work collaboratively across grade level teams to ensure we have a focused curriculum K-12 in the District.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: PSSA

Edition/Publication Year: 2005/2006-2009

Publisher: McGraw-Hill/PA Dept Ed

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	97	97	97	92	95
% Advanced	74	72	65	74	81
Number of students tested	163	169	179	144	163
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	5	1	2	0	0
Percent of students alternatively assessed	3	1	1	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	87	94	72	71
% Advanced	69	39	31	39	48
Number of students tested	16	23	16	18	21
2. African American Students					
% Proficient plus % Advanced				82	60
% Advanced				55	40
Number of students tested				11	10
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced			87	46	61
% Advanced			60	46	33
Number of students tested			15	13	18
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Our largest other subgroup is white which we have reported as number 6. Subgroups left blank had less than 10 students.

Subject: Reading

Grade: 3

Test: PSSA

Edition/Publication Year: 2005/2006-2009

Publisher: McGraw-Hill/PA Dept Ed

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	96	94	94	78	86
% Advanced	50	29	42	48	46
Number of students tested	163	169	179	143	164
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	5	1	2	0	0
Percent of students alternatively assessed	3	1	1	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	88	74	81	47	62
% Advanced	25	17	25	29	38
Number of students tested	16	23	16	17	21
2. African American Students					
% Proficient plus % Advanced				46	40
% Advanced				9	10
Number of students tested				11	10
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced			80	31	39
% Advanced			40	23	22
Number of students tested			15	13	18
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Our largest other subgroup is white which we have reported as number 6. Subgroups left blank had less than 10 students.

Subject: Mathematics

Grade: 4

Test: PSSA

Edition/Publication Year: 2006-2009

Publisher: PA Dept. of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	98	97	93	91	
% Advanced	86	83	66	62	
Number of students tested	174	183	148	170	
Percent of total students tested	100	100	100	99	
Number of students alternatively assessed	0	2	0	1	
Percent of students alternatively assessed	0	1	0	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91	79	83	69	
% Advanced	65	50	39	39	
Number of students tested	23	14	23	26	
2. African American Students					
% Proficient plus % Advanced			64	64	
% Advanced			27	36	
Number of students tested			11	14	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	80	64	56	50	
% Advanced	50	46	13	28	
Number of students tested	10	11	16	18	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The PSSA was not given in fourth grade until the 2005-2006 school year, so we do not have data for the 2004-2005 school year. Our largest subgroup is white which we have reported as number 6. Subgroups left blank had less than 10 students.

Subject: Reading
Edition/Publication Year: 2006-2009

Grade: 4 Test: PSSA
Publisher: PA Dept. of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	96	96	89	86	
% Advanced	71	68	58	48	
Number of students tested	174	183	148	170	
Percent of total students tested	100	100	100	99	
Number of students alternatively assessed	0	2	0	1	
Percent of students alternatively assessed	0	1	0	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	83	93	65	65	
% Advanced	39	43	35	27	
Number of students tested	23	14	23	26	
2. African American Students					
% Proficient plus % Advanced			55	64	
% Advanced			27	21	
Number of students tested			11	14	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	60	64	38	50	
% Advanced	40	27	25	22	
Number of students tested	10	11	16	18	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The PSSA was not given in fourth grade until the 2005-2006 school year, so we do not have data for the 2004-2005 school year. Our largest other subgroup is white which we have reported as number 6. Subgroups left blank had less than 10 students.